Texas Education Agency
Standard Application System (SAS)

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here.
Submittal information:	**Six** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	*[date stamp: 2015 AUG 19 PM 1:25 Document Control Center Grants Administration Received Texas Education Agency]*
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Laredo Independent School District	240901	Cigarroa MS/043	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
	1	28	0575706400000

Mailing address		City	State	ZIP Code
1702 Houston St.		Laredo	TX	78040-4951

Primary Contact

First name	M.I.	Last name	Title
Jose		Cerda	Principal
Telephone #	Email address		FAX #
956-273-6100	jcerda@laredoisd.org		

Secondary Contact

First name	M.I.	Last name	Title
Oscar		Perez	Director for Secondary Ed.
Telephone #	Email address		FAX #
956-273-1742	operez@laredoisd.org		

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Marcus		Nelson	Superintendent of Schools
Telephone #	Email address		FAX #
956-273-1401	mnelson@laredoisd.org		

Signature (blue ink preferred) | Date signed 8-18-15

Only the legally responsible party may sign this application.

701-15-107-005

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100) – SEE **NOTE**	See Important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200) – SEE **NOTE**		☐
9	Supplies and Materials (6300) – SEE **NOTE**		☐
10	Other Operating Costs (6400) – SEE **NOTE**		☐
11	Capital Outlay (6600/15XX) – SEE **NOTE**		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

7.	The LEA/campus provides assurance that if it selects to implement the **transformation model**, the campus will meet all of the following federal requirements:
	1. Develop and increase teacher and school leader effectiveness.
	   (A) Replace the principal who led the school prior to commencement of the transformation model;
	   (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	     i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	     ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable

For TEA Use Only		
Changes on this page have been confirmed with:	On this date:	
Via telephone/fax/email (circle as appropriate)	By TEA staff person:	

across classrooms.
        iii. Are designed and developed with teacher and principal involvement;
    (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
    (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
    (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.
    (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
    (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3. Increase learning time and creating community-oriented schools.
    (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
        i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
        ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
        iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
    (B) Provide ongoing mechanisms for family and community engagement.

4. Providing operational flexibility and sustained support.
    (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
    (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

| 8. | The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). In doing so, the LEA/campus will implement the following:

1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.

2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.

3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs. |

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
    (A) Data to identify the population at risk of dropping out of school;
    (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
    (C) Early College brochures in all languages relevant to the school community;
    (D) Written communication plan for relevant target audiences: parents, community members, school board.
    Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:

    (A) Partnership between the school district and an institute of higher education (IHE) that:
        i.   Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
        ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
        iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
    (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
    (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016
    Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
    Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
    (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

degree.

(B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.

(C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

(D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

(E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

(F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:

(A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;

(B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.

(C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.

(D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:
- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

| 9. | The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an |

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.

2. Establish or expand a high-quality preschool program.
   A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:

   (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
   (B) High-quality professional development for all staff;
   (C) A child-to-instructional staff ratio of no more than 10 to 1;
   (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
   (E) A full-day program;
   (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
   (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
   (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
   (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
   (J) Program evaluation to ensure continuous improvement;
   (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
   (L) Evidence-based health and safety standards.

3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.

4. Provide educators, including preschool teachers, time for joint planning across grade levels.

5. Replace the principal who led the school prior to the commencement of the early learning model.

6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
   (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
   (B) Are designed and developed with teacher and principal involvement;

7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

educators.

9. Use data to identify and implement an instructional program that is:
    (A) Research-based;
    (B) Developmentally appropriate;
    (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
    (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.

10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
    (A) Aligned with the school's comprehensive instructional program
    (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.

12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).

13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.

14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10.

The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
    (A) Screen all existing staff and rehire no more than 50 percent; and
    (B) Select new staff

3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

---

6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;

7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
   (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
   (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
   (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

11.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	   (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	   (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	   (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
	   (C) A study which used a large sample and multi-site sampling.
	
	3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
	
	4. The whole-school model must implement the model for all students in the school.
	
	5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
	   (A) School leadership
	   (B) Teaching and learning in at least one full academic content area
	   (C) Non-academic supports for students
	   (D) Family and community engagement

12.	The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

	1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by: (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. 3. Enroll, within the grades it serves, any former student who wishes to attend the school. If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
13.	The LEA/campus provides assurance that if it selects to implement the **closure model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **Rural LEA applicant** may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html
15.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements: 1. Implement an evidence-based whole-school reform in partnership with a model developer. (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

	with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
	
	4. The whole-school model must implement the model for all students in the school.
	
	5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
	    (A) School leadership
	    (B) Teaching and learning in at least one full academic content area
	    (C) Non-academic supports for students
	    (D) Family and community engagement

16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Revised Annual Budget Breakdown					
Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
$	$	$	$	$	$

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 240901	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation,** and **sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:
- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:
- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

In a comprehensive effort to improve and achieve foundational elements of school reform relating to higher educator effectiveness and expectations in teaching, learning, leadership, support of innovative practices, and establishing rigorous academic and behavioral standards for students, **Dr. Joaquin G. Cigarroa Middle School's Leadership Team has opted to implement the Transformation Model** that is aligned to state standards, district goals, instructional pedagogies, school improvement initiatives, program-specific provisions, assurances, and statutory requirements. The Leadership team has identified the urgent need for systemic change that will build organizational capacity and create greater operational flexibility and opportunities for sustained reform. In addition, the Leadership Team has identified accelerated achievement and system transformation as key elements to impacting and creating an organizational culture that is open, collaborative, and supportive of inspiring young minds to achieve their educational and career goals.

Despite inherent obstacles that face our border community, Laredo Independent School District (LISD) has long sought opportunities that increase educator effectiveness through adoption and implementation of innovative practices and programs to create a synergetic environment conducive of providing our educators opportunities to succeed in their careers and provide a strong focus on school reform initiatives within the organizational structure. Many of our teachers are a product of LISD and have first -hand knowledge of challenges faced by our student population and families. Our educators are passionate and have a strong desire to improve student performance through increasing their effectiveness in teaching and expanding their capacity and incorporating resources to achieve higher expectations. Using the resources allocated and applying the targeted funding will address specific rigorous, transparent, and equitable evaluation systems for teachers and principals and focus on campus needs that make significant gains in student academic achievement. This summary provides highlights of the schools background information, key areas for growth as per the Comprehensive Needs Assessment (CNA), Campus Improvement Plan, a summary of the proposed Positive Behavioral Intervention System (PBIS), Response-to-Intervention (RtI), and a more detailed transformation model framework.

Background: Serving 1,405 students in Laredo, Texas, Dr. J. G. Cigarroa MS is unique geographically and academically. Dr. J. G. Cigarroa MS is an integral part of a rapidly growing community on the Texas/Mexican border, where overall 99.8% of the student population is Hispanic, and 42.6% are English Language Learners (ELL). 55.4% are considered at-risk, and 98.9% are economically disadvantaged. Although, Dr. J. G. Cigarroa MS is still struggling with STAAR assessment results and college readiness indicators, the last three years have brought no real gains in student achievement. Under the direction of school leadership teams and the current principal, Dr. J. G. Cigarroa MS has been working on improving in terms of overall student academic achievement, student welfare, behavior, and parental involvement: Students passing all state assessments and lowering grade level retention, increasing attendance, and reducing drop-out rates. Based on the 2013 – 2014 Texas Academic Perfromance Report Dr. J.G. Cigarroa MS has not met the requirements to be academically acceptable with an improvement required rating. There have been modest gains, along with district and campus support for interventions such as shared planning periods, curriculum alignment, and use of formative assessments that indicate a desire and motivation to transform Dr. J. G. Cigarroa MS. These gains have been attributed in part to district and campus level leadership that are committed to continual improvement. For these and other improvements in faculty morale, student achievement, school culture and climate, technology and other areas, Dr. J. G. Cigarroa MS has chosen to replace and assign a new principal.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Highlights from the Transformation Model: Dr. J. G. Cigarroa MS is prepared to implement the Transformation model by applying the critical success factors that drive activities to reform/improve the educational quality through continuous planning with stakeholders – students, teachers, staff, parents, administrators, and community members – as well as researching best practices and personally corresponding with experts at the Texas Education Agency, Regional Educational service Centers, Southern Regional Education Board, the National Center for the Improvement of Educational Assessment, and the Department of Education's Center on Innovation and Improvement. The School Leadeship Team has identified several planned interventions that include:

- Improvements in Teacher and Administrator Quality: primarily through job-embedded professional development, professional learning communities, and training to address the needs of subpopulations and to increase academic rigor for all students. Enhanced teacher and administrator appraisals and incentives will improve quality of instruction; recruitment & retention, with multiple evaluation tools including student achievement data.
- Data-driven Decision Making: by teachers to regulate and target instruction (RtI) to meet individual student needs. Campus-wide integrated data systems that facilitate communication at all levels and provide early-warning that support intervention.
- Campus-wide Response to Intervention: addressing subpopulations, college and career readiness, school culture, and school climate through a flexible school schedule, diversified curriculum, mentors, smaller learning communities, tutoring, student monitoring, and personal learning communities.
- Parent and Community Outreach Program: to significantly improve the level and frequency of parental involvement on campus, beginning with parents of the most at-risk populations; community services to support students in need of assistance. Improve school climate community-oriented school intervention through on-going activities for family and community engagement provided by operational flexibility and on-going technical assistance partners. The addition of information systems that allow parents to review student grades, attendance, and other information provides the avenue for more continual communication levels between the campus and parents.
- Improvement of Instructional Opportunities: increasing pre-advanced placement course offerings to include technology, science, math, engineering, dual-enrollment courses, and career/college readiness courses and fine-arts programs. Increased focus on student support services that leads to increased attendance and academic performance. Intensive summer enrichment, transition programs, credit recovery, drop-out recovery, remediation, and intervention, through acceleration of basic skills for the most at-risk students.

During the Implementation the School Leadership Team will:

(a) Use quality data to identify and implement an instructional vision that is research-based and vertically aligned from one grade to the next as well as aligned with academic standards;
(b) Promote continuous use of student data (such as from formative, interim, and summative assessments) to inform and individualize instruction that meet the academic needs of individual students;
(c) Increase learning time and creating community-oriented schools;
(d) Establish schedules and strategies that provide increased learning time;
(e) Provide ongoing mechanisms for family and community engagement while providing operational flexibility and sustained support;
(f) Institute a system for measuring changes in instructional practices resulting from professional development;
(g) Allow for periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
(h) Implements a school wide "response-to-intervention" model and a positive behavioral intervention system (PBIS);
(i) Provide additional supports and professional development to teachers and principals that implement effective strategies to support students with disabilities in the least restrictive environment and ensures limited English proficient students acquire language skills to master academic content; and
(j) Use and integrate technology-based supports and interventions as an integral part of the School Tranformation.

    In a comprehensive effort to improve educator effectiveness in teaching, learning, leadership, and to support

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.

Fund code: 276

Schedule #6—Program Budget Summary

Budget Summary

Schedule #/Title	Class/Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	$319,000	$	$	$838,900	$	$844,400	$	$845,900	$	$847,400	$	**$3,695,600**
#8-Professional and Contracted Services	6200	$61,970	$	$47,584	$486,070	$	$453,846	$	$449,818	$	$447,804	$	**$1,947,092**
#9-Supplies and Materials	6300	$229,960	$	$	$300,585	$	$213,169	$	$232,040	$	$184,680	$	**$1,160,434**
#10-Other Operating Costs	6400	$25,500	$	$	$55,300	$	$53,350	$	$52,960	$	$51,500	$	**$238,610**
#11-Capital Outlay	6600/15XX	$49,670	$	$	$206,960	$	$46,670	$	$46,670	$	$46,670	$	**$396,640**
Consolidate Administrative Funds	☐ Yes ☒ No												
4.151% indirect costs (see note):		N/A	$	N/A	N/A	$	N/A	$	N/A	$	N/A	$	$
Grand total of budgeted costs (add all entries in each column):		**$686,100**	**$**	**$47,584**	**$1,887,815**	**$**	**$1,611,435**	**$**	**$1,627,388**	**$**	**$1,578,054**	**$**	**$7,438,376**

Administrative Cost Calculation

Enter the total grant amount requested:	$7,438,376
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$371,919

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

RFA #701-15-107; SAS #191-16
2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Teacher			$	$	$	$	$	$	$
2 Educational aide			$	$	$	$	$	$	$
3 Tutor			$	$	$	$	$	$	$
Program Management and Administration									
4 Grant Coordinator	1		$65,000	$0	$66,500	$68,000	$69,500	$71,000	$340,000
5 Title			$	$	$	$	$	$	$
6 Title			$	$	$	$	$	$	$
Auxiliary									
7 Title			$	$	$	$	$	$	$
8 Title			$	$	$	$	$	$	$
9 Title			$	$	$	$	$	$	$
Other Employee Positions									
10 Title			$	$	$	$	$	$	$
11 Title			$	$	$	$	$	$	$
12 Title			$	$	$	$	$	$	$
13 Subtotal employee costs:			$65,000	$0	$66,500	$68,000	$69,500	$71,000	$340,000
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112 Substitute pay - Substitute pay for job-embedded trainings for teachers (amounts based on district rates; minimum 24 days)			$3,500	$	$10,500	$14,500	$14,500	$14,500	$57,500
15 6119 Professional staff extra-duty pay - Teacher pay for 20 teachers for extended day and year instruction ($33.00hr. X 4 hrs. x 20 x 75 days = $198,000.00) per year 2-5, Year 1 is for extended summer, planning, and implementation as per district policy, curriculum creation and review after hours			$48,000	$	$198,000	$198,000	$198,000	$198,000	$840,000
16 6121 Support staff extra-duty pay - Staff pay for increased learning, extended day including office, custodial, and cafeteria support for extended day and year (hourly pay and number of staff may			$3,500	$	$6,500	$6,500	$6,500	$6,500	$29,500

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

#	Code	vary, with amounts based on district rates)							
17	6140	Employee benefits – TRS and other deductions **Included as part of Extra-duty Pay**	$	$	$	$	$	$	$
18	61XX	Tuition remission (IHEs only)	$	$	$	$	$	$	$
19	61XX	Incentive Pay – Multiple tier level payout based on student achievement: **1. Teachers - STAAR Assessed Areas Grades 6th – 8th** : Tier I Met Standard 65% - $500.00 x 82 teachers = $41,000.00 Tier II All Campus Performance Indexes (CPI's) Met - $300.00 x 82 teachers = $24,600.00 Tier III Met Standard 70% - 80% - $100 x 82 teachers = $8,200.00 Tier IV Met Standard 81% - 90% - $200 x 82 teachers = $16,400.00 Tier V Met Standard 91% - 100% - $300 x 82 teachers = $24,600.00 Tier VI Level III that met 30% or higher $300 x 82 teachers = $24,600.00	$		$98,400	$98,400	$98,400	$98,400	$393,600
20	61XX	**2. Teachers – Non-STAAR Assessed Areas Grades PK-5th:** All Campus Performance Indexes (CPI's) Met - $500.00 x 41 teachers = $20,500.00 **3. Principals and Asst. Principals -** Incentive for meeting Performance Benchmarks (e.g. Meet CPI & EOY) in the amount of $3,000 x 4 = **$12,000.00)**	$		$32,500	$32,500	$32,500	$32,500	$130,000

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
	_____
Via telephone/fax/email (circle as appropriate)	By TEA staff person:
	_____

#	Code	Description						Total
21	61XX	**3. Incentive Pay** - Enhanced teacher appraisal system yearly stipends throughout the term of the grant in the amount of $2,500.00/year. x 82 x 5yrs. = $1,025,000; Stipend for 30 para professional staff and 15 support staff $500 x 45 x 5yrs. = $112,500.00.	$	$227,500	$227,500	$227,500	$227,500	$910,000
22	61XX	**4. Recruitment, Retention, and Notification Pay** – recruitment $3,000 sign-on bonus –for early, new hires x 10 = **$30,000.00**; retention - **$2,000** for returning teachers 72 = 144,000.00; Notification Incentive - **$2,500.00** for resignation/retirement x 10 = **$25,000.00**	$199,000	$199,000	$199,000	$199,000	$199,000	$995,000
23		Subtotal substitute, extra-duty, benefits costs	$254,000	$772,400	$776,400	$776,400	$776,400	$3,355,600
24		**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**	$319,000	$838,900	$844,400	$845,900	$847,400	$3,695,600

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 240901   Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$	$	$	$	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$	$	$	$	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$	$	$	$	$	$

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Region I TEEM services – Research-Based instructional strategies and best practices	☐	$1,633	$	$3,267	$3,267	$3,267	$3,267	$14,701
2	ESC – Classroom and Behavioral Management; RtI/ To improve teacher quality	☐	$3,167	$	$3,167	$3,167	$3,167	$3,167	$15,835
3	ESC – Mathematics; Benchmark Assessments/To improve teacher quality 2 day PLD	☐	$3,167	$	$5,167	$5,167	$5,167	$5,167	$23,835
4	ESC – Science; Benchmark Assessments /To improve teacher quality 2 day PLD	☐	$3,167	$	$5,167	$5,167	$5,167	$5,167	$23,835
5	ESC – Reading ELA; Benchmark Assessments /To improve teacher quality 2 day PLD	☐	$3,167	$	$5,167	$5,167	$5,167	$5,167	$23,835
6	ESC – Bilingual ESL/To improve teacher quality	☐	$3,167	$	$3,167	$3,167	$3,167	$3,167	$15,835
7	ESC – Special Education/To improve teacher quality	☐	$3,167	$	$3,167	$3,167	$3,167	$3,167	$15,835
8	ESC – Social Studies; Benchmark Assessments /To improve teacher quality 2 Day PLD	☐	$3,167	$	$5,167	$5,167	$5,167	$5,167	$23,835
9	ESC – Conflict Resolution; RtI/To improve teacher quality	☐	$3,167	$	$3,167	$3,167	$3,167	$3,167	$15,835
10	ESC – Technology Integration; On-line Gradebook; Integrated Data Systems/To improve teacher quality	☐	$3,167	$	$3,167	$3,167	$3,167	$3,167	$15,835
11	ESC – Leadership Effectiveness Training/RtI Formative Assessments	☐	$3,167	$	$3,167	$3,167	$3,167	$3,167	$15,835
12	ESC – Parental Involvement Training/RtI	☐	$3,167	$	$3,167	$3,167	$3,167	$3,167	$15,835
1	Southern Regional Education Board – Middle Schools That	☒	$	$12,084	$138,966	$106,742	$102,714	$100,700	$461,206

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

#	Description								Total
3	Work includes: School Culture/Improvements to School Climate/Team Work. SREB - Middle Schools That Work – Includes On-site support 30 days per year; TA 5 days per year; Literacy Workshop 6 days per year; Leadership Module #1 4 days per year; 24 days Job-embedded training; MSTW Assessment). 6 days xX $2,014.00 per diem = $12,084.00 for year 1; 69 days X $2,014.00 per diem = $138,966.00 for year 1; 2. For year 3 – 53 days X $2,014.00 per diem =$106,742.00. For year 4 – 51 days X $2,014.00 per diem = $102,714.00. For year 5 – 50 days X $2,014.00 per diem = $100,700.00								
14	**External Evaluator** - Analyze campus data, provide needs assessment report on program progress, outcomes, and transformation effectiveness.	☒	$	$35,500	$70,000	$70,000	$70,000	$70,000	$315,500
15	Teacher Development Specialists - Provide direct content specific one-to-one coaching/mentoring, induction, evaluation, collaboration, retention, and professional development strategies to improve teacher effectiveness. Manage activities to improve instructional content, delivery, performance, and retention of educators. These activities will include a mentoring program for teachers, goal setting opportunities, and coordinating professional learning communities. 6 Teacher Development Specialists x 100 days x 4hrs x 65.00hr. = $156,000.00	☒	$	$0.00	$156,000	$156,000	$156,000	$156,000	$624,000
b.	Subtotal of professional services, contracted services, or subgrants:		$36,470	$47,584	$411,070	$378,846	$374,818	$372,804	$1,621,592
a.	Subtotal of professional and contracted services requiring specific approval:		$	$	$	$	$	$	$
b.	Subtotal of professional services, contracted services, or subgrants:		$36,470	$47,584	$411,070	$378,846	$374,818	$372,804	$1,621,592
c.	Remaining 6200—Professional services, contracted services, or subgrants:		$25,500	$	$75,000	$75,000	$75,000	$75,000	$325,500
	(Sum of lines a, b, and c) Grand total:		$61,970	$47,584	$486,070	$453,846	$449,818	$447,804	$1,947,092

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date: _____
Via telephone/fax/email (circle as appropriate)	By TEA staff person: _____

Standard Application System (SAS)

Schedule #9 – Supplies and Materials (6300)

County-District Number or Vendor ID: 240901 | Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized

Type	#	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1			$							
	2			$							
	3			$	$	$	$	$	$	$	$
	4			$							
	5			$							
6399		Technology software—Not capitalized - Language Learning Software Licenses w/headsets – Teachers, Parents, and Students			$88,000	$	$	$	$	$	$88,000
6399		Technology software—Not capitalized - Language Learning Software Licenses (Renewal) – Teachers, Parents, and Students			$	$	$59,200	$59,200	$59,200	$59,200	$236,800
6399		Supplies and materials associated with advisory council or committee			$	$	$	$	$	$	$
		Subtotal supplies and materials requiring specific approval:			$	$	$	$	$	$	$
		Remaining 6300—Supplies and materials that do not require specific approval:			$141,960	$	$241,385	$153,969	$172,840	$125,480	$
		Grand total:			$229,960	$	$300,585	$213,169	$232,040	$184,680	$1,160,434

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

RFA #701-15-107; SAS #191-16
2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 240901

Amendment number (for amendments only):

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose: Educational Instructional Enrichment including Science, Math, Reading/ELA, Social Studies, Engineering, and Technology – Including but not limited to museum visits, College Campus Visits, (Ex. Science Museum), College campus visits and Career Readiness (8th) to UT, A&M, and other universities locally, and Student Leadership Conferences for 700 students during the course of the grant period to increase student academic achievement.	$20,000	$	$40,000	$40,000	$40,000	$40,000	$180,000
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose: For Parental/Community Involvement	$2,000	$	$5,000	$5,000	$5,000	$5,000	$22,000
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$	$	$	$	$	$	$
6429	Actual losses that could have been covered by permissible insurance	$	$	$	$	$	$	$
6490	Indemnification compensation for loss or damage	$	$	$	$	$	$	$
6490	Advisory council/committee travel or other expenses	$	$	$	$	$	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	$	$	$	$	$	$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$
	Subtotal other operating costs requiring specific approval:	$22,000		$45,000	$45,000	$45,000	$45,000	$202,000
	Remaining 6400—Other operating costs that do not require specific approval:	$3,500	$	$10,300	$8,350	$7,960	$6,500	$36,610
	Grand total:	$25,500	$	$55,300	$53,350	$52,960	$51,500	$238,610

Schedule #11 — Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 240901

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
	6669/15XX—Library Books and Media (capitalized and controlled by library)									
1	Reference Materials/Periodicals/Audio Books/Instructional Based Videos/eBooks/Professional Reference Material Library Books -- Fiction/Non-Fiction	N/A	N/A	$46,670	$	$46,670	$46,670	$46,670	$46,670	$233,350
	66XX/15XX—Technology hardware, capitalized									
2	USB Drives - Accountability tracking for student interventions: Students will keep track of their grades, absences, tardies; resource for college and career readiness, portfolios, homework, work for intervention/advisory. Data will be used to determine appropriate interventions.	1,405	$18	$	$	$25,290	$	$	$	$25,290
3	Touchpads and Storage Cabinets (classroom sets 30 each) for core academic area teachers – ELA, Math, Science, S.S. and Health Sciences	90	$1,500	$	$	$135,000	$	$	$	$135,000
4			$	$	$	$	$	$	$	$
5			$	$	$	$	$	$	$	$
6			$	$	$	$	$	$	$	$
	66XX/15XX—Technology software, capitalized									
7			$	$	$	$	$	$	$	$
8			$	$	$	$	$	$	$	$
9			$	$	$	$	$	$	$	$
	66XX/15XX—Equipment, furniture, or vehicles									
10	Large Capacity Laminator - To provide for library technology for the purpose of implementing technologically enhanced library resources that impact school climate.	1	$	$3,000	$	$	$	$	$	$3,000
11			$	$	$	$	$	$	$	$
	66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life									
12			$	$	$	$	$	$	$	$
	Grand total:			$49,670	$	$206,960	$46,670	$46,670	$46,670	$396,640

For TEA Use Only

Changes on this page have been confirmed with: _____

On this date: _____

By TEA staff person: _____

Via telephone/fax/email (circle as appropriate)

Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: 240901		Amendment # (for amendments only):	

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	1,405		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	1	.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	1,402	99.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	1	.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian/Native American	1	.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	1,390	98.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	598	42.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	15	1.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	1,470		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in In-School Suspension	1,437		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	185		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	105		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	27		2014-2015 PEIMS report #425; code #C164
Attendance rate		95.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	20	91%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	582	49%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Laredo, Texas is linked geographically/culturally with Mexico, located in the nation's most remote and rural Mexican border regions (Webb County) and is positioned over 150 miles from the nearest urban area where our students live in one of the ten poorest counties in the state and have extremely limited opportunities for mental health screening and services in and outside the school setting. Webb County is a designated Mental Health Care, Health Professional Shortage Area (HPSA). Laredo ISD is an inner city K-12 district in the heart of Webb County, Texas serving over 24,600 students from severely impoverished homes (24,175 or 97.5% economically disadvantaged), is impacted by Spanish as their first language youth (14,575 or 58.8% ELL), sees daily exposure to narcotic trafficking activity, high mobility rates, and parents with little or no education (18,194 or 73.4% At-Risk). As the 2011 census poverty data indicates, 12,323 or 56.69% of children from families with incomes below poverty line. 93.82% of children receive free/reduced lunch are at our high need schools. Based on this data there is a strong need to provide students with behavioral mental health and social services with a bilingual/bicultural element of literacy that is key to the transformation goals and objectives.

The physical, psychological, and emotional effects of daily exposure to violence creates an atmosphere of acceptable behaviors among youth in our community and our youth are faced with traumatic childhood experiences including drug abuse, bullying, domestic violence, homelessness, border violence, and living below poverty levels. 73.4% are at risk and many are limited-English proficient, pregnant or are parents, been retained one or more grade levels, are homeless, have had District Alternative Education or Juvenile Justice Alternative Education Placements (DAEP/JJAEP), and have non-mastery of state assessments.

Areas of Growth: Despite minor improvements, Dr. J. G. Cigarroa MS has many urgent and significant challenges in its mission to deliver a high quality education to all students, including addressing:

- Subpopulations: The performance gaps between regular and special education students is more than 30%, and for ELL's it is nearly 25%. The 6th grade was identified as a key year for influencing student achievement and success throughout middle school, in agreement with research findings.

- School culture and experiences: 60 of 82 teachers view attendance as a major problem facing the school; 2/10 students admit to regular skipping. Parents and students view their campus culture and school reputation as areas in need of improvement.

- Parental and community involvement Only 10% of parents agreed school communication with parents/guardians regularly participate in campus activities; the CNA indicated 45% of parents are interested in doing so, suggesting communication processes are insufficient.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)			
County-district number or vendor ID: 240901		Amendment # (for amendments only):	

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	111.5		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	82.3	73.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	15.2	13.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	4	3.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	10	9.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	1	1.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	71.3	86.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	4	4.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	6	7.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	2	2.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	21.8	26.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	25.2	30.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	17	20.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	16.3	19.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	42,700		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	45,220		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	47,443		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	49,500		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years	59,014		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	9.5	8.52%	2013 – 2014 Edureport Snapshot
Staff with Bachelor's degree as highest level attained	68	60.99%	2013 – 2014 Edureport Snapshot
Staff with Master's degree as highest level attained	33	29.60%	2013 – 2014 Edureport Snapshot
Staff with Doctoral degree as highest level attained	1	.90%	2013 – 2014 Edureport Snapshot

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 240901	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

School Culture and Climate: Data was collected from surveys, focus groups, and interviews with students, parents, teachers, and administrators. The data results revealed general school perceptions that was merged and analyzed with the demographics and student achievement data painting a snapshot of influences on a students' education. The data analysis found that students perceive low achievement as an acceptable practice. Based on student and teacher focus groups and interviews the data suggested that the academic and discipline structures in place are effective, but not consistent.

Staff Quality, Recruitment, and Retention: Teacher surveys and campus staff demographics data provided a snapshot of the current staffing at each focus campus. The current staff demographic demonstrates veteran team leaders and have a high level of veteran teachers. Based on survey results a majority of tenured teachers expressed the need for additional training through various professional development activities including job-embedded professional development that allows for the use of more advanced technology immersion experiences and data use that enhances cooperative learning and professional learning communities combined with culturally related topics that promoted cultural change at the campus in order to raise student expectations and increases teacher/student accountability.

Curriculum, Instruction, and Assessment: By varying pedagogical approaches, teachers will be expected to activate students' prior knowledge, build conceptual frameworks, and utilize thought-provoking questions to develop momentum and interest in the learning process. The quality of instruction was a primary indicator of positive student outcome, and persistence in the classroom is indicative of teachers believing in the possibilities and potential of each student. Through consultation with all stakeholders the five focus campuses understand the significant opportunity for growth by implementing a campus-wide response to intervention that is accompanied with positive behavioral modeling and supports structures. Based on administrative and teacher interviews regarding perceptions of at-risk students revealed a strong need for character education as well as academic interventions. Based on an analysis of curriculum there is a great need for more vigorous vertical and horizontal curriculum alignment. Teacher surveys indicate that daily team meetings and planning periods were very helpful in creating a sustainable school culture.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)														
County-district number or vendor ID: 240901							Amendment # (for amendments only):							

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							475	466	464					1,405

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							30	26	26.3					82.3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dr. J. G. Cigarroa MS Leadership Team performs a data analysis in order to develop the annual comprehensive needs assessment (CNA). This process applies all avenues of data analysis to inform the development of the school improvement strategies which is part of an ongoing process to create a sustainable, integrated input and feedback mechanism to provide constant monitoring that perpetuates and enhances work that has already begun and through the CNA each campus has been able to determine what areas of concern exist. Each campus executed the CNA in alignment with the identified research-based CSF's, and then integrated the data to perform both qualitative and quantitative analysis. The CNA is conducted with all stakeholder input and is incorporated into the Campus Improvement Planning; the following points illustrate the process and findings of the CNA.

Demographics: This component proves to be extremely important to the campus improvement plan: apart from collecting and analyzing data for currently enrolled students, data is collected to address projected subpopulation changes that indicate a continually high percentage of At-risk students and ELL populations. Other demographic data was collected and then synthesized to look for trends in student achievement levels, and family/community involvement by performing a varied statistical analysis and disaggregated for the other areas of the CNA found below.

Student Achievement: The campus collects benchmark data and combined with students' standardized test data reflected significant findings that at-risk and ELL students scored lower on STARR assessments than did regular student's district wide.

School Culture and Climate: Data was collected from surveys, focus groups, and interviews with students, parents, teachers, and administrators. The data results revealed general school perceptions that was merged and analyzed with the demographics and student achievement data painting a snapshot of influences on a students' education. The data analysis found that students perceive low achievement as an acceptable practice. Based on student and teacher focus groups and interviews the data suggested that the academic and discipline structures in place are effective, but not consistent.

Staff Quality, Recruitment, and Retention: Teacher surveys and campus staff demographics data provided a snapshot of the current staffing at each focus campus. The current staff demographic demonstrates veteran team leaders and have a high level of veteran teachers. Based on survey results a majority of tenured teachers expressed the need for additional training through various professional development activities including job-embedded professional development that allows for the use of more advanced technology immersion experiences and data use that enhances cooperative learning and professional learning communities combined with culturally related topics that promoted cultural change at the campus in order to raise student expectations and increases teacher/student accountability.

Curriculum, Instruction, and Assessment: By varying pedagogical approaches, teachers will be expected to activate students' prior knowledge, build conceptual frameworks, and utilize thought-provoking questions to develop momentum and interest in the learning process. The quality of instruction was a primary indicator of positive student outcome, and persistence in the classroom is indicative of teachers believing in the possibilities and potential of each student. Through consultation with all stakeholders the five focus campuses understand the significant opportunity for growth by implementing a campus-wide response to intervention that is accompanied with positive behavioral modeling and supports structures. Based on administrative and teacher interviews regarding perceptions of at-risk students revealed a strong need for character education as well as academic interventions. Based on an analysis of curriculum there is a great need for more vigorous vertical and horizontal curriculum alignment. Teacher surveys indicate that daily team meetings and planning periods were very helpful in creating a sustainable school culture.

Family and Community Involvement: The parent surveys indicated that parents are increasingly interested in volunteering at the school due to the introduction of a campus parent liaison. Parental involvement has been underutilized; an unfortunate outcome being that research has bolstered the need for increased parental involvement. Children's safety is always of great concern to parents as the campus reputation was in question. Parent and community member discussions reveal a great desire for increase safety for students and teachers along with more

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ Transformation

    ☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dr. Joaquin G. Cigarroa Middle School's Leadership Team has opted to implement the **Transformation Model** that is aligned to state standards, district goals, instructional pedagogies, school improvement initiatives, and program-specific provisions, assurances, and statutory requirements. The leadership team has identified the urgent need for systemic change that will build organizational capacity and create greater operational flexibility and opportunities for sustained reform. In addition, the Leadership Team has identified accelerated achievement and system transformation as key elements impacting and creating an organizational culture that is open, collaborative, and supportive of inspiring young minds to achieve their educational and career goals. The keys elements are as follows:

- **Increase scores on State Academic Assessments and local benchmark assessments** - By implementing the transformation model there will be a cohesive alignment of lesson plans to curriculum that improve student achievement by engagement in remediation, reinforcement, acceleration, intensive tutoring, and enrichment activities. In addition, the transformation model implementation will allow for more student support and instruction in character development, college/career readiness, provide enhanced vocabulary development in reading, math, and study skills.
- **Improve Data Quality, Data collection tools/process, Data Disaggregation, Consistently implement and use RtI, Kaplan, Kagan, and TSR** - Use of accountability measures will instill accountability in students through their active participation and communication of GPA, state assessment, and benchmark data results aligned with response to intervention strategies. Consistent use of DMAC and Parent Portal to provide tracking, early warning, and unified data analysis of student academic progress and for monitoring at-risk students to support student achievement. Establishing a record keeping system to analyze data to track student and campus academic indicators. Use of more collaborative planning time, to analyze and use formative, benchmark, and summative assessment data to improve teaching effectiveness.
- **Increase use of PD360, Job-embedded Professional Development, and Professional Learning Communities** - Enhance curriculum based on PD measured by classroom observations, collaborate with school leadership team members to support the academic calendar, lesson planning, professional development, assessments, benchmarks, afterschool tutorials, and extended day instruction, and implement the pilot appraisal

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The planning and implementation stages included a collaborative effort from all stakeholders at **Dr. J. G. Cigarroa MS** and community to support the involvement and preparation of the transformation model planning and implementation. The coordination of stakeholders met in various committees to address the curriculum implementation, professional development, fiscal management, data evaluation, post-secondary awareness and readiness, and parental involvement.

Campus and District staff coordination included the Career Technology Education Director, Bilingual Director/Strategist, Special Education Director/Supervisor, Secondary Education Director, Guidance and At-Risk Director, Response to Intervention and Section 504 Coordinator, Curriculum and Instruction Executive Director, Student Services Executive Director, Accounting Director, Chief Financial Officer, Superintendent of Schools and the Board of Trustees. In addition, a campus liaison and parent liaison participated and are part of the school leadership team to serve as a link between the school, district, and the transformation model technical assistance service providers and consultants.

Community coordination included the Laredo Community College, Texas A&M International University, Non-profit organizations, City Council, County Commissioners, and the Chamber of Commerce and were influential in providing further assistance in community outreach, resources and opportunities for parents and engaging student participation in career exploration and experience. Furthermore, such institutions will provide opportunities for campus teachers to expand their repertoire instructional strategy career connections. Finally, the coordination efforts developed and planned to implement recognition assemblies to highlight student academic achievement, career experiences, and college readiness, as well as teacher professional development and best practices.

Our purpose is to implement the transformation model through partnership with our stakeholders. Our goal is to provide (1) Opportunities for students to engage in rigorous academic core blended concentrations or career/technical individual education plans (IEP's); (2) Provide teachers opportunities to serve as advisors for students and parents in order to establish supportive relationships between adults and students; (3) Provide teachers common planning time and professional development in order to facilitate support and focused school leadership activities aligned with the campus improvement plan; (4) Provide a challenging curriculum focused on preparing students to complete high school and continue their education in an institute of higher learning, the workforce, and/or military; and (5) Providing opportunities for students to complete post secondary credited courses or have all students meet post secondary standards to avoid remedial coursework upon leaving high school.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 240901	Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Plan, implement, evaluate, and comply with the transformation model in regards to all critical success factors necessary to carry out the programs intent and school improvement/reform initiatives.	Requires 20+ years experience in an educational setting with administrative experience of 10+ years, Certified in Educational Administration with a strong curriculum based background.
2.	School Leadership Team – Principal, Asst. Principals, Attendance, Counselors, Nurse, Master Teachers, Mentors, Parent Liaison, Acedemic and Non-Academic Teachers	Transformation model planning, implementation, evaluation, and compliance of the transformation model with regards to all critical success factors necessary to carry out the program intent. The team includes experienced school and district personnel along with ESC staff assigned by the state as professional service providers (PSP).	Experience in planning, implementation, evaluation, and compliance of the transformation model with regards to all critical success factors necessary to carry out the programs intent. Experience, degrees, and certifications will vary among the team members.
3.	Executive Director for Curriculum and Instruction	Carryout instructional planning, Implementation and formative and summative program evaluation.	Requires 20+ years experience in an educational setting with administrative experience of 10+ years, Certified in Educational Administration with a strong curriculum based background.
4.	Executive Director for Human Resources	Carryout personnel planning, staffing formulas, induction and mentoring, evaluation, professional development, recruitment, retention, hiring, salary structures, and compensation programs.	Requires 20+ years experience in an educational setting with administrative experience of 10+ years in Human Resource Management, Certified in Educational Administration or related filed with a strong Human Resource background.
5.	Executive Director for Student Services	Carryout providing services to parents and students regarding attendance, discipline, educational, social, emotional, and health services necessary to carryout program intent.	Requires 20+ years experience in an educational setting with administrative experience of 10+ years, Certified in Educational Administration with a strong background in providing services to parents and students.
6.	Director for Secondary Education	Carryout providing program Management/Administration, Performance Evaluation and Reporting. Correspond via e-mails, phone, memos and conduct meetings as needed to ensure program compliance.	Requires 20+ years experience in an educational setting with administrative experience of 10+ years, Certified in Educational Administration with a strong background in providing program Management/Administration, Performance Evaluation and Reporting.
7.	Director for Staff Development	Carryout providing professional development, performance evaluation and reporting. Professional Development planning and implementation based on the transformation model requirements,	Requires 20+ years experience in an educational setting with administrative experience of 10+ years, Certified in Educational Administration with a strong background in providing professional

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function In Grant	Desired Qualifications, Experience, Certifications
1.	Educational Service Centers (ESC's)	Provide high quality professional development in core academic areas (Reading, Writing, Mathematics, Science, and Siocial Studies) that increase student academic achievement, teacher quality, and research-based pedagogies. **Mathematics; S.T.A.A.R. Assessments/To improve teacher quality** **Science; S.T.A.A.R. Assessments /To improve teacher quality** **Writing; S.T.A.A.R. Assessments/to improve teacher quality** **Reading ELA; S.T.A.A.R. /To improve teacher quality** **Social Studies; S.T.A.A.R. Assessments /To improve teacher quality**	All personnel engaged in professional development are required to have a Master Degree and be certified in core academic areas with a minimum of 5 years in classroom experience, and be certified to teach in the core academic area they will be providing professional development in.
2.	Educational Service Centers (ESC's)	Provide high quality professional development in Bilingual ESL, Special Education, Classroom and Behavioral Management, Conflict Resolution, Leadership Effectiveness, and Parental Involvement that increase student academic achievement, teacher quality, parental involvement, and research-based pedagogies.	All personnel engaged in professional development are required to be certified with a specific area of expertice and have a Master Degree with a minimum of 5 years in classroom or administrative experience, and/or be professionally certified in the specific area they will be providing professional development in.
3.	Southern Regional Education Board	Effort-based school improvement frameworks, *Making Middle Grades Work (MMGW)*, supports school in achieving the goals of the **transformation model and** offers a menu of support offerings that are aligned to the critical success factors, school reform, and school improvement initiatives.	1 – Site Coordinator, 2 Literacy Coaches, 1 Numeracy Coach. All personnel engaged in professional development are required to have a Master Degree and be certified in core academic areas with a minimum of 5 years in classroom experience, and be certified to teach in the core academic area they will be providing professional development in.
4.	ESC Region I - TEEM services	Research-Based instructional strategies and best practices	All personnel engaged in professional development are required to be certified with a specific area of expertice and have a Master Degree with a minimum of 5 years in classroom or administrative experience, and/or be professionally certified in the specific area they will be providing professional development in.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dr. J. G. Cigarroas MS and LISD has a long and successful history of aligning all resources federal, state, local, and community, to its efforts of support for campuses in improving instruction and achieving educational excellence. This has been accomplished through:

- Recognizing gaps and needed areas of support
- Creating a taskforce to make recommendations for actions and funding options.
- Pooling resources to make sure the task-force recommendations are addressed and become operational.

Dr. J. G. Cigarroas MS and LISD exhibit the same level of commitment and support to campus activities by aligning its current and future resources to include:

- Utilization of Title I and Title II funding to supplement transformation activities for supplies, professional development, tutorials, extended day, Saturday, and summer programs, contracted education services, extra-duty, stipends, and other allowable expenditures related to the transformation model.
- Working with district departments in leveraging efforts and resources in order to make full use of their expertise, including the Human Resources department, Migrant services (Title I, Part C), Parent Involvement, RtI, Bilingual Ed., Special Ed., Instructional Technology, Technology, District Guidance and Counseling, Student Services, Curriculum and Instruction.
- Using the district curriculum specialists in consultation with the campus curriculum teams to improve curriculum alignment.
- Working with the Parental Liaisons, at-risk counselors (Funded under state comp.), PEIMS supervisor (Local Funds), attendance clerks (campus Title I), and guidance and counseling to transform initiatives and goals to meet student need.
- Align Special Education initiatives, including training, supervisors, observations, presentations, and campus coordination of days and activities to align with the transformation model.
- Include Bilingual/ESL department (Title III, Part A LEP) leadership and staff resources, such as software, computers, libraries, audio visual, libraries, and other materials to support the transformation model strategies.
- Apply and use existing campus resources, such as instructional hardware and software, to support the transformation model.
- Improve the existing campus planning times for content area teams that establish curriculum alignment and data-driven decisions to be more effective and widespread.
- Expand community outreach and enhance current relationships with local community partners, such as businesses and the Juvenile Justice Department, to increase access to services for students.
- Enhance relationships with regional ESC's, local colleges and universities, such as Southern Regional Education Board, Texas A&M International University, Laredo Community College to increase early childhood education, college and career readiness initiatives, and other joint initiatives and planning.

LISD does have experience in regards to Texas Title I Priority Schools Cycle II funding due to other past State funding initiatives regarding the implementation of the transformation model and was awarded a total of $16 million for four of our campuses that provided a significant school reform initiative at those campuses in addition to performance pay. Recently, LISD was awarded the Educator Excellence Innovation Plan Grant that provides performance based pay for five of our elementary schools that are engaged in school reform initiatives as well. In 2005-2006 Laredo ISD was awarded the Governors Educator Excellence Grant **(GEEG)** for 6 campuses. In 2006 – 2009 Laredo ISD was awarded the Texas Educator Excellence Grant **(TEEG)** for four campuses in 2005-2006, eleven campuses in 2007-2008, and 11 campuses in 2008-2009. In addition, LISD was awarded the District Award for Teacher Excellence **(D.A.T.E.)** for the 2008 – 2011 school years for all campuses. These programs required educator feedback and input into the evaluation systems. For this reason we are able to present a formal proposed evaluation design and implementation packet that reflects educator involvement and a design that is equitable to the required and preferred practices. LISD provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LISD and **Dr. J. G. Cigarroa MS** have the capacity to sustain the school reform efforts after the grant funding period ends. In order to do so, the district will align district <u>funding</u> and <u>initiatives</u> to support the campus initiatives. Program funds will supplement and not supplant state mandates, SBOE rules or activities previously conducted with state and local funds. State Compensatory, Title I, and Local Funds will be used in conjunction with this program to maximize the use of funds through fund coordination and resources in order to ensure cost effectiveness. The district central office administration will identify how other resources (federal, state, local, and private) will be utilized to coordinate services to support and sustain the school improvement. Coordination of federal, state, and private funds will be ensured during the grant negotiation process. Funds will be used to supplement not supplant current services and increase the level of services provided. Funds will be used to enhance teacher content knowledge, instructional content and instructional delivery methods. The funds will be expended on Transformation Model strategies to support the improvement of teacher classroom preparedness, instructional delivery and content competency, improve high school graduation rates, improve at-risk student academic achievement on State assessments, improve student attendance rates, and student post secondary readiness as per the Texas High School Completion and Success Initiative. The program also addresses the provisions in the district's P-16 strategic plan.

In regards to funding, LISD notes:
- Nearly $17,000,000.00 in Title I Regular funding and $20,000,000.00 in State Compensatory funds being generated annually, the district has a strong foundation for supporting campuses and their initiatives.
- Laredo ISD's current tax collection rate is 98% and the average ADA stands at 96%, indicating financial stability.
- Even though LISD as a district, likes those across Texas, uses a range of funding sources to support its initiatives, most of the District's categorical funds are distributed to the campuses that generate the funds on a per pupil allocation. Campuses that have local, state, and federal funding sources control and appropriate the funds to their individual campus needs as they are prioritized in their annual CNA process.
- The campus will have the funds and/or the district will appropriate the funds necessary to carry out the planned activities, and at the end of the grant period, initiatives, activities, and strategies that have shown success in increasing on-grade-level assessment results, increased graduation rates, and decreasing drop-out rates will continue to be funded.
- The program will sustain strategies beyond the grant program by providing a seamless professional development environment for teachers by implementing a comprehensive program whereby advanced technological tools are applied and integrated into the planning and development of the curriculum, thus improving teaching strategies and student State assessment results by 10% in all academic areas.
- The district will also hold inclusion workshops whereby teachers will share what they have learned through the program by providing additional professional development opportunities to non participants and new teachers. LISD and Dr. J. G. Cigarroa are committed to continue to collaborate with community partners and providing continued additional professional development and instructional services beyond the grant program in order to continue to provide opportunities to achieve program objectives and district goals.

Many of our district and campus initiatives already exist that provide funds for additional course offerings, lower class sizes, and significantly impact many of the CSF's fundamentally imbedded in this initiative. These efforts will continue beyond the funding period because LISD bases its initiatives and decisions on research-based scientifically relevant data. For Example: **1)** Curriculum alignment, both vertical and horizontal, is systemized throughout the district. Dr J. G. Cigarroa MS currently uses an on-going monitoring instrument when visiting a classroom, collaborate with teachers, and staff to improve school reform initiatives. **2)** Rigorous professional development contributes significantly **increasing teacher quality.** **3)** **Instructional Leadership Teams** continually remain involved in on-going job embedded professional development activities and increased learning of resources/data utilization strategies. **4)** LISD uses **quality data that drives instruction** as evidenced by its use of benchmark testing. **5)** All campuses have opportunities for **increased learning time** with the use of after school tutorials, Saturday academies, and other instructional calendar modifications. **6)** **Improving school climate** and **increasing parent/community** involvement are annual goals in each CNA and Campus Improvement Plans.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 240901	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process for selecting objective: Recent research indicates that consulting multiple measures of teacher quality provides a solid snapshot of teacher improvement. After reviewing and consulting with teachers and administrators, the CNA indicated that the current Professional Development Appraisal System (PDAS) is not an efficient measure of teacher quality. The school leadership team met with teachers, researched, and corresponded with the Executive Director of Curriculum and Instruction in developing their enhanced teacher appraisal system along with implementation of the TEA Texas Teacher Evaluation and Support System (T-TESS), Texas Principal Evaluation Support System (P-TESS). **Dr. J. G. Cigarroa MS** has a strong commitment and focus on academic excellence that allows for our under-served and economically disadvantaged community to embrace challenges as opportunities to achieve and maintain high academic standards through best practices and embedding technological innovations in the classroom that inspire a rich and productive learning environment regardless of the socio-economic backgrounds of our student population.

The performance measures as identified by the school leadership team that will result in substantial improvements in student academic achievement and enable **Dr. J. G. Cigarroa MS** to exit its improvement required status included the application of several critical success factor milestones that include: Instructional Quality, Character Education, Accountability Measures, Research Based Evidence, Excellence in Instructional Delivery that is aligned to the Administrator and Teacher appraisal systems criteria and domains that inform and drive the yearly district mandated evaluation.

The seven critical success factor milestones are as follows: **1) School Climate:** The school leadership team has placed emphasis on reducing discipline referrals, decreasing truancy, and increasing student attendance; Teacher and principal evaluation will be based on **2) Instructional Quality:** multiple, on-going observations focused on best practices and differentiation; **3) Character Education:** contributions to the school climate and environment with enhanced community and parental outreach; **4) Accountability Measures:** a value-added measure of student performance based on state assessments, as well as state and campus-developed formative benchmarks and end of course assessments; **5) Research Based Evidence:** A portfolio consisting of lesson plans, data analysis, logs indicating professional development activities, and collaboration and participation in Professional Learning Communities applying best practices; and **6) Excellence in Instructional Delivery:** Appling teacher self-inventories and development strategies for plans of action that are aligned with research based best practices will enhance instructional quality. The results will include an annual rating of ineffective, somewhat effective, or effective. **7) Leadership Effectiveness:** Evaluation on the amount of job-embedded professional development activities have taken place, resource and data utilization for prescriptive RtI, and Operational flexibility. Additionally, the following identified structural changes will substaintially improve student academic achievement:

1) Implement structures and processes to solicit feedback and monitor the program progress on an on-going basis.

These efforts will continue beyond the program funding period because **Dr. J. G. Cigarroa MS** school leadership teams based its initiatives and decisions on research-based scientifically relevant data. The transformation model includes activities for continuous improvement to ensure each Critical Success Factor milestone is met and are part of the value-added evaluation process. The milestones for each CSF are tied to a continuous feedback and improvement model that include, but are not limited to, **a)** Ensuring the product/service is research-based; **b)** Ensuring the transformation is vertically and horizontally aligned to grade level and federal/state/local laws, policies, and standards; **c)** On-going job embedded professional development; **d)** Provides formative, interim, and progress monitoring assessment components contained within product/service, as relevant; **e)** Provides intensive technical assistance and related customer support that is built-in components of product/service; **f)** Provides unique and specific needs to specific subpopulations that address levels that are highly visible and effective; and **g)** Have provision for appropriate social-emotional and community oriented services and supports for students.

2) Identify and correct program deficiencies to ensure continual improvement.

The school leadership team's main purpose as an added role and responsibility under the transformation model will be to compile and disaggregate data by implementing the following evaluation strategies: **1)** Interviews, observations and surveys; **2)** Descriptive information on proposed versus actual implementation of the transformation model; **3)** Critical issues and success factors encountered by students, parents, community, school leaders, teachers, and staff regarding instructional activities; **4)** Data collection formats will include but not be limited to: **A)** A review of narrative

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Dr. J. G. Cigarroa MS school leadership team along with all stakeholders that include board of trustees, superintendent, central office personnel, campus personnel, parents and community members will have access to the data via on-line documents at all times during the transformation process to assess and ensure the effectiveness of interventions, and strategies that impact the school reform initiatives. Data disaggregation will also take place by allowing students to be involved in examining their own data, teachers, instructional teams, departments, and the school leadership team. This process will be facilitated by trainings for teachers, the integrated data system, student access to data, implementation of formative, interim, and summative assessments across the campus (Including benchmarks). Teachers will receive support from the school leadership team in disaggregation of data that will be broken down by objective, student, and demographics. The information will be submitted to the proper individuals so that the school leadership team has access to the data to guide the transformation implementation.

Eventually the recommendations for modifying or improving the program as a result of on-going evaluation of activities implemented will be determined by meeting or not meeting the program goals and performance objectives. The district and campus snapshots will also be integral to the qualitative and quantitative data collection, the disaggregation of the data to improve instruction, teacher effectiveness and to obtain continuous improvement results. The data will be applied to improve instruction and teacher effectiveness as teachers meet daily in content area instructional teams to analyze the data. The content area instructional teams will review trends, use the data to inform the action research of the professional learning communities, track data, and use the data to make changes in curriculum, instructional techniques, and other pedagogical practices. The data will be communicated across the campus so that individuals at all levels will be able to obtain continuous improvement results. The students can improve their performance based on tracking their own progress through formative, interim, and summative assessments. For teachers the improvements will come as they utilize the results of data to modify classroom decisions. For the departments, curriculum improvements and unit alignment can be improved through data disaggregation.

Dr. J. G. Cigarroa MS school leadership team will implement the transformation model that aligns to our district and campus needs, goals, and objectives. The transformation model provides the district and campus the flexibility to implement the school reform initiatives, program activities, and interventions that are based on the CNA as it pertains to school improvement strategies and the critical success factors (CSF's). The transformation model was decided upon after the districts initial meeting and based on the campus CNA findings. A delineated timeline for the transformation model Planning, Design, and Implementation is as follows:

1. A comprehensive meeting with School Leadership, teachers, and staff to explain the purpose of the transformation model and documenting the participating campus support for the transformation model (July 2015);
2. Meeting with School Leadership, teachers, and staff to initiate the transformation model (January 1, 2016);
3. Begin Implementation of the Transformational model (January 2016);
4. Began establishment of the school leadership team (June 2015);
5. Meet with School Leadership Team to work on transformation model implementation based on CNA and selected evaluation method (January 1, 2016); and
6. Finalize value-added evaluation rubric (June 2016).

The delineated timeline for the transformation model implementation and steps that the campus and has chosen to implement are as follows:

7. Begin implementation of transformation model (January 1, 2016);
8. Begin Implementation of Value-added evaluation methodology (September 2016):
   - Campus Principal and Teachers summative evaluation;
   - Implement instructional strategies that are research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
   - Establishment of schedules and strategies that provide increased learning time, flexible scheduling, and classroom walk-through's;
9. Begin use of student data (such as District Benchmark formative assessments, interim assessments, and summative assessments, and STARR data) to inform and differentiate instructional strategies to meet the academic needs of individual students (January 1, 2016);

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

New or proposed vendors will be screened based on the following criteria as appropriate to the service/product:

1) Ensuring the product/service is research-based;
2) Ensure that the product/service is vertically and horizontally aligned to federal/state/local laws, policies, and standards;
3) Included in the product/service on-going job embedded professional development;
4) Ensure product/service is aligned to district initiatives, professional development, and other district initiatives;
5) Provides formative, interim, and progress monitoring assessment components contained within product/service, as relevant;
6) Provides intensive technical assistance and related customer support that is built-in components of product/service;
7) Provides unique and specific needs to specific subpopulations that address levels that are highly visible and effective; and
8) Have provision for appropriate social-emotional and community oriented services and supports for students and their families.

As with all purchasing processes, external product/service providers will be processed as per procurement procedures and in compliance with school board policy to ensure funds will be expended in compliance with all local, state, and federal guidelines. Memorandums of understanding will be reviewed by legal counsel and recommended for approval of the Board of Trustees.

External providers will be evaluated against criteria of research-based, highly successful services to the high need schools and district. Administration will identify how other resources (federal, state, local, and private) will be utilized to coordinate support and sustain the structured school reform strategies. **Dr. J. G. Cigarroa MS** will provide appropriate access by the Texas Education Agency to relevant data, host site visits to enable the Texas Education Agency or its agents to observe activities related to the transformation process, and facilitate the collection of information from counselors, teachers, principals, and other stakeholders through interviews, focus groups, and surveys.

LISD's purcahsing department's review process is rigorous and the committees that review RFA/RFQ's select the highest quality professional contrated services that best fit the program requirements. Once an RFA/RFQ is announced through multiple sources and those have met the deadline for submission they will be identified and sent to a selection/recommendation committee made up of various representatives from various departments and campuses throughtout the district for review of external provider qualifications, expertise, program/product offerings, history of past successes engaging in similar projects, conduct a risk assessment of each provider, and make a recommendation based on the entire committees rank order.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As with all purchasing processes, external product/service providers will be processed as per procurement procedures and in compliance with school board policy to ensure funds will be expended in compliance with all local, state, and federal guidelines. Memorandums of understanding will be reviewed by legal counsel and recommended for approval of the Board of Trustees. Most professional contracted services are required to provide periodic reports for review and evaluation of services/product.

Depending on the product or sevice each professional contracted service will be required to submit timely reports for observation and data collections, or will be evalauated based on service or product implemented. For example, the Southern Regional Education Board was selected to implement their Middle Schools That Work design that enhances school Culture/Improvements to School Climate/Team Work. This contract requires a certain number of days of on-site support, technical assistance, Literacy Workshop, Leadership Module, and a certain number of days committed to job-embedded trainings.

In order to ensure oversight, they will be required to submit agendas, sign-in sheets, and materials showing that this has in-fact been provided. Additionally, the External Evaluator will be required to evaluate the overall progress of the transformation model in a compiled report to be provided to the school leadership team, district administration, superintendent, and the Board of Trustees. In addition, to the annual progress report the external evaluator will be required to compile data sets in order to evaluate the effectiveness rating of each teacher using a evaluation rubric matrix that calculates the effectiveness rating of each teacher. Corrective actions will take place if professional contracted service providers fail to comply with the requirements and support will be provide specifically with data collections, and or scheduling conflicts.

As for actions taken to remove or replace a low-performing provider procurement procedures will determine the outcomes, sequence, and criteria of external providers in compliance with school board policy to ensure funds will be expended and services/products are provided in compliance with all local, state, and federal guidelines.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	A comprehensive meeting with School Leadership Team, teachers, and staff to explain the purpose of the transformation model, documenting the participating campus support for the transformation model, and establishment of planned operational flexibility and sustained support
2.	Meeting with School Leadership Team, teachers, and staff to initiate the transformation model.
3.	Begin Implementation of the Transformational model and Meet with School Leadership Team to work on transformation model implementation based on CNA, selected evaluation method, and Finalize value-added evaluation rubric
4.	Begin use of student data (such as District Benchmark formative assessments, interim assessments, and summative assessments, and STAAR data) to inform and differentiate instructional strategies to meet the academic needs of individual students
5.	Begin establishing and/or creating community-oriented and ongoing activities for family and community engagement
6.	Review of the identified the Critical Success Factor (s) including all campus activities, and supporting research that indicates the activities will be effective.
7.	Begin Academic Performance reviews, including (but not limited to) Reading/ELA and Math benchmarks.
8.	Begin enhanced data-driven instruction based on district approved instructional model.
9.	Continue with curriculum alignment (both horizontal and vertical) and instructional strategies for increased learning times.
10.	On-going monitoring of instruction, lesson plans, technology integration, and academic enrichment.
11.	Increase use of quality data to drive instruction using local assessment data and State assessment results.
12.	Provide professional development workshop on data disaggregation and training using data-driven decision models.
13.	Continued on-going communication with all stakeholders.
14.	Increase leadership effectiveness through on-going job embedded professional development and professional learning communities.
15.	Ensure operational flexibility plan is being implemented and utilized as identified in the campus comprehensive needs assessment.
16.	Increase parent/community involvement for input, effective communication, activities and accessible community services.
17.	Improve school climate through increased student attendance, decreased discipline referrals, and increased student involvement in extra/co-curricular activities.
18.	Plan and Implement extended learning - after school programs, Saturdays, Summer Enrichment, and Incomming 6th grade academies.
19.	Plan and Implement full year school program for low performing students and provide mandatory professional development for teachers with low effectiveness ratings.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **Dr. J. G. Cigarroa MS** and district central office administration will identify how utilized integrated and coordinated efforts and services that have been on-going and related to the transformation model implementation in order to maximize model effectiveness. For instance, the coordination of federal, state, and private funds will be ensured during the implementation process to supplement on-going initiatives that compliment the transformation model initiatives related to school reform efforts. These funds will be used to supplement not supplant current services and increase the level of services, activities, incentives, rewards, instructional pedagogies, and professional development opportunities provided. These funds will be used to enhance teacher content knowledge, instructional content and instructional delivery methods along with district and campus based initiatives to have a much larger impact on the school reform initiatives. These funds will be expended on Transformation Model strategies in a coordinated effort to maximize the transformation model effectiveness and to support the continued improvement of teacher classroom preparedness, instructional delivery and content competency, improve high school graduation rates, improve at-risk student academic achievement on State assessments, improve student attendance rates, student postsecondary readiness as per the Texas High School Completion and Success Initiative, and increase parental and community involvement. The program also addresses the provisions in the district's P-16 strategic plan.

Many of our district and campus initiatives already exist that provide funds for additional course offerings, lower class sizes, and significantly impact many of the CSF's fundamentally imbedded in this school reform initiative. These efforts will continue beyond the funding period because LISD bases its initiatives and decisions on research-based scientifically relevant data. For Example: **1)** Curriculum alignment, both vertical and horizontal, is systemized throughout the district. Dr J. G. Cigarroa MS currently uses an on-going monitoring instrument when visiting a classroom, collaborate with teachers, and staff to improve school reform initiatives. **2)** Rigorous professional development contributes significantly **increasing teacher quality**. **3) Instructional Leadership Teams** continually remain involved in on-going job embedded rofessional development activities and increased learning of resources/data utilization strategies. **4)** LISD uses **quality data that drives instruction** as evidenced by its use of benchmark testing. **5)** All campuses have opportunities for **increased learning time** with the use of after school tutorials, Saturday academies, and other instructional calendar modifications. **6) Improving school climate** and **increasing parent/community** involvement are annual goals in each CNA and Campus Improvement Plans.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	Jose Cerda
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	6-10-2015

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the *option* to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	This particular part of the transformation model includes a value-added evaluation method that applies multiple classroom observations (5%), student growth measures (Campus Based Assessments and STAAR; 50%), Texas Teacher Evaluation and Support System (T-TESS),(15%), teacher self-assessment surveys (10%), an enhanced appraisal instrument measuring the implementation of the critical success factors (CSF) and milestones of each CSF (15%), and student feedback surveys (5%) with fifty percent of the overall score accounting for the student growth measures.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	The seven critical success factor milestones are as follows: 1) **School Climate:** The school leadership team has placed emphasis on reducing discipline referrals, decreasing truancy, and increasing student attendance; Teacher and principal evaluation will be based on 2) **Instructional Quality:** multiple, on-going observations focused on best practices and differentiation; 3) **Character Education:** contributions to the school climate and environment with enhanced community and parental outreach; 4) **Accountability Measures:** a value-added measure of student performance based on state assessments, as well as state and campus-developed formative benchmarks and end of course assessments; 5) **Research Based Evidence:** A portfolio consisting of lesson plans, data analysis, logs indicating professional development activities, and collaboration and participation in Professional Learning Communities applying best practices; and 6) **Excellence in Instructional Delivery:** Appling teacher self-inventories and development strategies for plans of action that are aligned with research based best practices will enhance instructional quality. The results will include an annual rating of ineffective, somewhat effective, or effective. 7) **Leadership Effectiveness:** Evaluation on the amount of job-embedded professional development activities have taken place, resource and data utilization for prescriptive RtI, and Operational flexibility.
Describe how the evaluation system was developed with teacher and principal involvement:	After reviewing current research and consulting with teachers and administrators, the CNA indicated that the current Professional Development Appraisal Systems (PDAS) is not an efficient measure of teacher quality and effectiveness. Therefore, the results of the proposed transformation model was developed with teacher and princiopal involvement to produce a desired outcome that fosters innovative activities as a model that reflects an efficient and effective approach toward creation of an instructional vision, support teacher career pathways, and student academic achievement. The design, implementation and program evaluation rubric with teacher and principal involvement in the development provides feedback that supports more rigorous academic standards for students; provides a mechanism of higher accountability for educators, and a coherent school reform initiative that is aligned to school improvement strategies.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	Incentive Pay – Multiple tier level payout based on student achievement: **1. Teachers - STAAR Assessed Areas Grades 6th – 8th :** Tier I Met Standard 65% - $500.00 Tier II All Campus Performance Indexes (CPI's) Met - $300.00 Tier III Met Standard 70% - 80% - $100 Tier IV Met Standard 81% - 90% - $200 Tier V Met Standard 91% - 100% - $300 Tier VI Level III that met 30% or higher $300 In addition, there are also incentives for the following: **2. Enhanced teacher appraisal system** - yearly stipends throughout the term of the grant in the amount of $2,500.00/year. **3. Retention Pay – $2,000** for returning teachers.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	The evaluation rubric design is as follows: **Evaluation Rubric Matrix–** The Matrix totals 100 possible points based on simple mathematical equations in order to determine the overall teacher effectiveness rating. If a teacher falls below an overall score of 80 then these individuals will receive additional interventions provided by the Teacher Development Specialists, and additional professional development opportunities in order to increase their effectiveness. This matrix also allows for the data disaggregation determining the causal factors associated with the teachers effectiveness in specific identified areas based on the evaluation results. The student growth measure is the most significant factor as it is assigned to half of the overall results.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	N/A
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:	N/A

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries. Indicate if the campus will partner with community-based provider to deliver the preschool.	N/A
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	N/A
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	N/A
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	N/A
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Academic Performance/Improve the Instructional Program*

	Planned Intervention	Period for Implementation
1.	**Lesson Plans are aligned to curriculum to improve student achievement.**	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	**Engage in Remediation, reinforcement, acceleration, intensive tutoring, and enrichment activities.**	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	**Increase access to computer programs for acceleration.**	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	**Provide student support and instruction in college/career readiness activities and character development.**	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	**Provide students vocabulary development in reading and math, study skills, and college preparation.**	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	**Work collaboratively with school leadership team and staff to enhance curriculum based on PD measured by classroom observations.**	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	**Provide Data-Driven Instruction, Curriculum Alignment (both horizontal and vertical), and On-going Monitoring of Instruction.**	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Teacher Quality*

	Planned Intervention	Period for Implementation
1.	Teachers have maintained a 98% attendance rate from August until June.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Participate in extended day trainings focused on at-risk students such as RtI strategies, SIOP, college and career readiness.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Participate in extended day trainings to enhance instructional strategies in teacher content areas.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Participate in trainings on the use of PD360, Sp. Ed., student motivation, student centered learning, differentiated instructional strategies or writing initiatives.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Participate in and increase the number of targeted interventions to students identified as unlikely to meet academic standards on future assessments.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Participate in periodic reviews to ensure program compliance with school improvement strategies.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Participate in a minimum 12hrs of professional development in content area.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Leadership Effectiveness*

	Planned Intervention	**Period for Implementation**
1.	Collaborate with School Leadership Team members to support the academic calendar, assessments, and benchmarks.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Collaborate with School Leadership Team members to support afterschool tutorials, extended day instruction.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Collaborate with School Leadership Team members to support the academic calendar, lesson planning and professional development.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Collaborate with School Leadership Team members to implement the pilot appraisal system.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Participate in periodic reviews to ensure program compliance with school improvement strategies.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	LEAD Teacher Academy - Provide 0-3 year educators with intensive mentoring for purposes of retaining quality teachers and developing pool of Master Teachers.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Participate in the monitoring of student attendance.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*

	Planned Intervention	Period for Implementation
1.	Use of accountability measures to instill accountability in students through active participation and communication of GPA and State Assessment, benchmark results.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Use of data for monitoring at-risk students to support student achievement.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Use of DMAC, TAPR, PEIMS, and Parent Portal to provide tracking, early warning, and unified data analysis.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Establish record keeping system to analyze data to track student and campus academic indicators.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Use collaborative planning time, to analyze and use formative, benchmark, and summative assessment data to improve effectiveness.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Participate in and increase the number of targeted interventions to students identified as unlikely to meet academic standards on future assessments.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Enhance student instruction and engagement using and integrating technology in the classroom instruction.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Learning Time*

	Planned Intervention	Period for Implementation
1.	Participate in Afterschool and Saturday tutorials, extended day instruction that provides differentiated instruction and personal learning environments.	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3
2.	Participate in additional planning period to provide time for collaborative planning. PLC's, intervention and relationship building.	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3
3.	Engage in other activities regarding extended day and additional planning for instructional activities.	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3
4.	Other activities including educational trips designed to engage students in core areas.	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3
5.	Participate in and increase the number of targeted interventions to students identified as unlikely to meet academic standards on future assessments.	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3
6.	Enhance student instruction and engagement using and integrating technology in the classroom instruction.	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☐ Year 3
7.	Engage in implementation of a positive behavioral intervention system, including emphasis on decreasing bullying, truancy, tardiness, and absences that directly correlate to increased instructional time.	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Parent/Community Engagement*

	Planned Intervention	Period for Implementation
1.	Participate in administering parent surveys to gauge interest and need.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Engage in annual Fall parent conference, workshops, health fairs, and classes for parents and students, job fairs and college career readiness activities.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Engage in campus based parent conferences, workshops, health fairs, and classes for parents and students, job fairs and college career readiness activities.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Engage in monitoring at-risk students by communicating with parents.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Engage in monitoring at-risk students' attendance by collaborating with school leadership team, attendance staff and truancy officers.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Engage in hosting or participating in community sponsored events for parents and students, job fairs and college career readiness activities.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Participate in Afterschool and Saturday parent tutorials, extended day language instruction that provides parent centered instruction and personal learning environments for parents.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 240901	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Improve School Climate*

	Planned Intervention	Period for Implementation
1.	Engage in reinforcing effectiveness of disciplinary procedures, student code of conduct, and dress code.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Participate in trainings on behavior interventions, Youth and Adult Mental Health First Aid Training.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Engage in implementation of a positive behavioral intervention system, including emphasis on decreasing bullying, truancy, tardiness, and absences that directly correlate to increased instructional time.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Enhance classroom and school environment by increasing visibility of word walls and positive reinforcement messages.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Use collaborative planning time, to analyze and use formative, benchmark, and summative assessment data to improve effectiveness.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Engage in implementation of a positive rewards system, including emphasis on increasing student assessment scores, increasing teacher effectiveness and decreasing teacher absences that directly correlate to increased instructional time, improved school climate, increased instructional leadership, and increased teacher quality.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Participate in periodic reviews to ensure program compliance with school improvement strategies.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: XXXXXX	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)	
County-District Number or Vendor ID: XXXXXX	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: XXXXXX			Amendment number (for amendments only):	

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX	Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX	Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person: